

University of North Texas at Dallas

Spring 2015

SYLLABUS

HIST 2620D-090: United States History Since 1865 3Hrs	
Department of	Social Sciences
Division of	Liberal Arts and Life Sciences
Instructor Name:	<i>Dr. Matthew Babcock</i>
Office Location:	<i>DAL 2 220</i>
Office Phone:	<i>972-338-1554</i>
Email Address:	Matthew.Babcock@untdallas.edu
Office Hours:	MW 1:00pm-2:00pm, TR 11:30am-12:30pm and 2:30pm-3:30pm, and by appointment.
Virtual Office Hours:	NA
Classroom Location:	<i>DAL2 338</i>
Class Meeting Days & Times:	TR 1:00pm-2:20pm
Course Catalog Description:	From the Civil War to the present.
Prerequisites:	NA
Co-requisites:	NA
Required Texts:	<p>(1) <i>Out of Many: A History of the American People</i>, Brief Edition, Volume II, 6th Edition. By John Mack Faragher, et. al. (Pearson: 2012) ISBN: 0205010636</p> <p>(2) <i>For the Record: A Documentary History of America, Vol. 2: From Reconstruction through Contemporary Times</i>, Fifth Edition. By David E. Shi and Holly A. Mayer (W. W. Norton: 2013) ISBN: 9780393919417.</p>
Recommended Text and References:	NA
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.untdallas.edu/library UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: untdallas@bookstr.com
Course Goals or Overview:	
	<p>This course surveys the history of the United States from the end of the Civil War to the present. The classes will consist of lectures that complement the assigned textbook chapters and discussions of primary documents. To facilitate interactive learning about the transformations in American life during this period, we will also examine photographs, works of art, and films from different eras. Major themes of the course will include the effects of industrialization and technology on working Americans, the expansion of federal power domestically and internationally, and the quest for national unity in a multicultural society.</p>
Course Learning Objectives/Outcomes: At the end of this course, the student will:	
1	Demonstrate an understanding of the key social, political, and economic developments in American History from 1865 to present.
2	Be able to write an analytical essay with a thesis statement drawing on historical evidence from this course.
3	Be able to analyze written and visual historical documents.
4	Be able to define and explain the significance of key people, places, and events chosen by the instructor.
5	Be able to apply these skills in daily life as an active citizen in a democratic society.
General Education Core Curriculum Learning Objectives/Outcomes: The UNT Dallas graduate will:	
1	Think critically and creatively, learning to apply different systems of analysis.

2	Engage with a variety of others in thoughtful and well-crafted written, oral, and visual communication.
3	Demonstrate social responsibility via intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4	Understand and evaluate personal responsibility by examining ethical issues and considering alternative actions.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated orally in class and in writing via e-mail.

TIMELINE

TOPICS

(BB=Blackboard) (SM=Shi and Mayer) (*=on reserve in library)

Week 1

January 20

Introduction

January 22

America in 1865
Faragher, Chapter 17

Week 2

January 27

Emancipation and Reconstruction
Faragher, Chapter 17

Primary Sources:

BB: "Address from the Colored Citizens of Norfolk, Virginia to the People of the United States" (1865).

SM: "Black Codes of Mississippi" (1865), 4-7.

January 29

Conquest of the West
Faragher, Chapter 18

Primary Sources:

SM: Frederick Jackson Turner, "The Frontier in American History" (1893), 57-59.

BB: Joseph G. McCoy, "Historic Sketches of the Cattle Trade of the West and Southwest" (1874).

Browse for images of the West:

*Robert Hughes, *American Visions: The Epic History of Art in America*.

*Lally Weymouth, *America in 1876*.

Web site: <http://www.picturehistory.com> (Westward Movement)

Week 3

February 3

Conflict and Accommodation
Faragher, Chapter 18

Primary Sources:

BB: "Chief Red Cloud's Speech," (1890).

February 5

Quiz #1

Industrialization
Faragher, Chapter 19

Week 4

February 10

Life in the City
Faragher, Chapter 19

Primary Sources:

BB: Charles Loring Brace, "The Life of the Street Rats" (1872).

BB: Mary Antin, *The Promised Land* (1912).

SM: "A Defense of Political Graft" (1905), 75-76.

Browse for images of the City:

*Robert Hughes, *American Visions: The Epic History of Art in America*.

*Lally Weymouth, *America in 1876*.

SM: Jacob Riis images, 141-150.

Web site: <http://images.google.com/hosted/life>

Film: *Modern Times* (1936)

February 12 Populism
Faragher, Chapter 20

Primary Sources:

BB: "The People's Party Platform" (1892).

Week 5

February 17 Jim Crow
Faragher, Chapter 20

Primary Sources:

SM: *Plessy v. Ferguson* (1896), 41-43.

Film: *The Birth of a Nation* (1915)

February 19 Imperialism
Faragher, Chapter 20

Primary Sources:

SM: Albert Beveridge, "The March of the Flag," 99-100.

SM: Theodore Roosevelt, "The Roosevelt Corollary to the Monroe Doctrine" (1904), 110-111.

Week 6

February 24 Exam #1

February 26 Immigration
Faragher, Chapter 21

Primary Sources:

SM: Robert G. Ingersoll, "Should the Chinese be Excluded" (1893), 78-80.

BB: "1924 Immigration Law."

Week 7

March 3 Progressive Era
Faragher, Chapter 21

Primary Sources:

SM: Booker T. Washington, "The Atlanta Compromise" (1895), 43-45.

SM: The Niagara Movement, "Declaration of Principles" (1905), 129-132.

SM: Rose Schneiderman, "Working Women and the Vote" (1912), 123-126.

March 5 World War I
Faragher, Chapter 22

Primary Sources:

BB: "President Woodrow Wilson's Fourteen Points" (1918).

SM A. Mitchell Palmer, "The Case Against the Reds" (1920), 167-168.

Week 8

March 10 Quiz #2

Roaring Twenties
Faragher, Chapter 23

March 12 Reactionary Twenties
Faragher, Chapter 23

Primary Sources:

SM: Hiram W. Evans, "The Klan's Fight for Americanism" (1926), 172-173.

<u>Week 9</u>	
March 17, 19	No Class—Spring Break
<u>Week 10</u>	
March 24	Great Depression Faragher, Chapter 24
	Images of the 1930s: *Dorothea Lange, <i>An American Exodus</i> . *Roy E. Stryker, <i>In this Proud Land</i> . Web site: http://www.historyplace.com/unitedstates/lange/index.html
March 26	First New Deal Faragher, Chapter 24
	Primary Sources: SM: Franklin D. Roosevelt, “First Inaugural Address” (1933), 201-203.
<u>Week 11</u>	
March 31	Second New Deal Faragher, Chapter 24
	SM: Huey Long, “Share Our Wealth” (1935), 207-208.
April 2	No Class—Attending Conference
<u>Week 12</u>	
April 7	World War II: Battlefront Faragher, Chapter 25
	Film: Saving Private Ryan (1998)
April 9	World War II: Home Front Faragher, Chapter 25
	Primary Sources: SM: Inez Sauer and Sybil Lewis, “Women in War Industries,” 221-224.
<u>Week 13</u>	
April 14	Exam #2
April 16	Cold War Faragher, Chapter 26
	Primary Sources: SM: Harry S. Truman, “The Atomic Bombing of Hiroshima—The Public Explanation” (1945), 228-229. SM: Karl T. Compton, “If the Atomic Bomb Had Not Been Used” (1946), 229-233.
	Film: <i>The Atomic Café</i> (1982)
<u>Week 14</u>	
April 21	The 1950s Faragher, Chapter 27
	Primary Sources: BB: “What TV is Doing to America” (1955).
April 23	The Other Side of the 1950s Faragher, Chapter 27

Week 15
April 28

Quiz #3

Civil Rights: Part I
Faragher, Chapter 28

Primary Sources:

SM: *Brown v. Board of Education of Topeka* (1954), 278-280.

SM: Martin Luther King, "Letter from a Birmingham Jail" (1963), 294-297.

Film: *A Time for Justice* (1994)

April 30

Civil Rights: Part II
Faragher, Chapter 28

Primary Sources:

SM: Betty Friedan, *The Feminine Mystique* (1963), 269-271.

Week 16
May 5

Vietnam War: Battlefront
Faragher, Chapter 29

Primary Sources:

BB: Clark M. Clifford, "A Vietnam Reappraisal" (1968).

Film: *The Fog of War* (2003)

May 7

Vietnam War: Homefront
Faragher, Chapter 29

SM: Tom Grace, "The Shooting at Kent State" (1970), 333-336.

Film: *Berkeley in the Sixties* (1990)

Week 17
TBA

Final Exam

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Attendance – *Faithful class attendance is crucial since lectures complement the readings, rather than duplicate them. After the fourth missed class, each additional absence, whether excused or unexcused, will result in a three-point grade reduction from your final grade in the course.*

Participation – *Participation is an important component of this class. Lectures are interactive and approximately fifteen minutes of each class will be set aside for discussion of documents, maps, paintings, and film clips. I encourage you to participate both by answering my questions and by asking me your own. The quality of your comments is more important than the quantity.*

Assignments – *In addition to doing outside reading and studying for quizzes and exams, this class requires you to analyze three of the assigned primary sources—one from each of the three sections of this course. You will assess them using primary source analysis worksheets for written documents and visual images from the National Archives that are available on Blackboard. The purpose of these assignments is to improve your analytical skills and the quality of class discussion.*

Quizzes – *Three equally weighted quizzes consisting of identifications from your study guides will be given at the beginning of class at the midpoint of each section of the course. These quizzes serve several purposes: they help you to prepare for your exams, they help to structure and improve the quality of our discussions, and they let me know how well you are learning.*

Exams – *Three equally weighted exams will consist of identifications and an essay question that will ask you to support an argument with evidence from your readings and class notes. The final exam will be given during finals week but is not cumulative. You will receive a review sheet with potential essay questions prior to each exam.*

Grading Matrix:

Instrument	Total
Attendance	10%
Participation	10%
3 Primary Source Analyses	20%
3 Quizzes	15%
Exam 1	15%
Exam 2	15%
Final Exam	15%
Total:	100%

Grade Determination:

A = 90-100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 0-59

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or contact Jamaica Chapple at 972-338-1775 or Jamaica.Chapple@untdallas.edu.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

Primary source analyses should be submitted on the day of discussion using the supplied forms. If we do not discuss a written document or visual image assignment because of time constraints, you may still choose to analyze it and submit it on the day we would have discussed it. Late assignments must be submitted within a week of the discussion date and will receive a 10-point grade penalty.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). In such a case the student should still make every effort to communicate with the instructor by phone or e-mail prior to the exam and take the make-up exam within a week of the originally scheduled date.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at <http://www.untdallas.edu/finaid/forms/policies/integrity> for complete provisions of this code. In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:

On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website <http://www.untDallas.edu/>.

Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Optional Policies**Electronics:**

Cell phones and other hand-held electronic devices are not permitted in this class.

Laptops:

Laptops are only permitted with instructor approval and should be used solely for course-related activities. Anyone found surfing the internet during class will lose future computer privileges.

Food and Drink

Food is not permitted in this class, but you may bring a non-alcoholic drink.